

Wisconsin Department of Public Instruction License Based on Equivalency (LBE)

The purpose of the License Based on Equivalency: Standards-Based Assessment process is to provide another pathway to a Wisconsin teaching license for people with demonstrated teaching experience directly related to the license being sought. This process is intended for individuals who have not completed an educator preparation program recognized for Wisconsin licensure. A potential candidate may be a private school educator; an educator who has completed an alternative route preparation program outside of Wisconsin; or an educator who has received licensure directly through a state agency via a certificate program or equivalency process in another state.

The **Wisconsin DPI LBE** process is based on performance and designed for a candidate to substantiate proficiency in the Wisconsin educator standards. Candidates may use a combination of: coursework, prior training, prior educator preparation training, prior work experience, prior professional experiences, standardized assessments and/or PK-12 professional experience to demonstrate their proficiency in each of the Wisconsin educator standards.

Individuals must:

- 1) Have a Bachelors degree per Wisconsin statute 118.19 (3) (a);
- 2) Provide evidence of:
 - the completion of a major or comparable preparation requirements for the corresponding early childhood-regular education (EC) license, early childhood to middle childhood regular education (EC-MC) license, middle childhood to early adolescence (MC-EA) license, or special education licenses at the early childhood, middle childhood to early adolescence or early adolescence to adolescence license levels;
 - a major or the equivalent of a major for the corresponding early adolescence to adolescence (EA-A) licenses or early childhood to adolescence (EC-A) licenses as prescribed in PI 34; or
 - a Masters degree for some teacher licenses as prescribed in PI 34.
- 3) Have three years of demonstrated teaching experience directly related to the developmental level and subject of the licensure sought;
- 4) Provide demonstrated evidence of competency in the Wisconsin educator standards via a combination of: coursework, prior training, prior work experience, prior professional experiences, prior educator preparation training or PK-12 professional experience.
- 5) Demonstrate competency in the applicable Wisconsin statutory and administrative rule requirements
- 6) Demonstrate basic skills, content and pedagogical knowledge through assessments prescribed by the state superintendent.

Step by step directions

This handbook should be used by the applicant completing the **Wisconsin DPI LBE** process. Use the handbook as a guide to complete the process and to apply for a Wisconsin teaching license via this pathway.

August 10, 2012 – The Wisconsin DPI LBE process is available for applicants. Refinements to this process may take place and will be represented in a future Version 2 of this handbook.

Table of Contents

Purpose of the License Based on Equivalency: Standards-based Assessment Pathway	1
Learn about Educator Licensing in Wisconsin.....	3
Are you Eligible for this Pathway to Licensure.....	3
Application Part One – Eligibility Review Steps	4
Application Part Two – Portfolio Review Steps	6

Supporting Appendices

Appendix A: Requirements Overview by License	9
Appendix B: Wisconsin Educator Standards Guide	13
Appendix C: Portfolio Development Guide.....	23
Appendix D: Wisconsin Testing Requirements for LBE Pathway	29
Appendix E: Wisconsin Statutory and Administrative Rule Requirements.....	34

Supporting Forms and Documents

PI 1602 ER: License Based on Equivalency (LBE) Application – Part One: Eligibility Review

Available at: <http://dpi.wi.gov/tepd/lbehome.html>

PI 1602 PR: License Based on Equivalency (LBE) Application – Part Two: Portfolio Review

Available at: <http://dpi.wi.gov/tepd/lbehome.html>

PI 1613: Employment Verification Form

Available at: <http://dpi.wi.gov/tepd/applications.html>

Critical Dispositions Survey

Available at: <http://dpi.wi.gov/tepd/lbehome.html>

Major Equivalency Worksheets

Available at: <http://dpi.wi.gov/tepd/lbehome.html>

Handbook for Wisconsin DPI License Based on Equivalency (LBE)

Available at: <http://dpi.wi.gov/tepd/lbehome.html>

Learn about Educator Licensing in Wisconsin

- Wisconsin uses a developmental level teacher licensing model
- Licenses are issued in both:
 - A developmental level, which allows an applicant to teach any pupil within the developmental age range of the license, and
 - A subject/position, which allows an applicant to teach specific subject(s) to pupils within the developmental level

Birth to age3	4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
Early Childhood (EC) 70 Approximate ages birth through age 8														
Early Childhood-Middle Childhood (EC-MC) 71 Approximate ages birth through age 11														
						Middle Childhood-Early Adolescence (MC-EA) 72 Approximate ages 6 through 12 or 13								
									Early Adolescence-Adolescence (EA-A) 73 Approximate ages 10 through age 21					
											Early Childhood-Adolescence (EC-A) 74 Approximate ages birth through age 21			

Are you Eligible for this Pathway to Licensure?

Wisconsin DPI License Based on Equivalency (LBE)

During this process, an applicant will provide documentation to substantiate the requirements for Wisconsin licensure and will develop a portfolio of evidence to substantiate proficiency in the Wisconsin educator standards. The portfolio of evidence will include assessment results from standardized tests, performance assessments, coursework completed, and artifacts chosen by the applicant from their prior and/or current professional experiences and teaching experiences. The process will take place as two separate applications: Part One-Eligibility Review, and Part Two-Portfolio Review.

Part One: During the first application, Part One, an applicant will be asked to provide documentation to meet specific Wisconsin licensure requirements for this process. These application materials will be reviewed by the Department of Public Instruction to ensure the applicant is eligible to continue with part two. A license application fee will be assessed to process the license, conduct the background check, and to complete the eligibility review.

Part Two: During the second application, Part Two, an applicant will be asked to compile a portfolio of evidence based on the Wisconsin Educator Standards. As part of the portfolio, an applicant will be required to submit evidence of passing scores on the content and pedagogy tests required through this process. The costs incurred to take these tests will be paid directly to the test vendor(s) by the applicant. The portfolio of evidence will be reviewed by the Department of Public Instruction. A license application fee will be assessed to process the license and complete the portfolio review.

A license will be issued upon satisfactory completion of both Part One and Part Two.

LICENSE BASED ON EQUIVALENCY: STANDARDS-BASED ASSESSMENT PATHWAY

APPLICATION PART ONE - ELIGIBILITY REVIEW

TO BE CONSIDERED for a teaching license in this Pathway, an **Applicant** must:

1. **CHOOSE** the license to apply for. **USE** the chart in **Appendix A** to select a license and self-screen for eligibility.
2. **HAVE** a Bachelor's degree from a regionally accredited college/university. **SUBMIT** an original transcript as verification.

To determine if the institution where you completed your degree is regionally accredited, go to:

<http://ope.ed.gov/accreditation>. Wisconsin recognizes the following regional accreditation associations for a bachelor's degree:

Middle States Association of Colleges and Schools of Higher Education
New England Association of Schools and Colleges
North Central Association of Colleges and Schools
Northwest Commission on Colleges and Universities
Southern Association of Colleges and Schools
Western Association of Schools and Colleges

3. **VERIFY** at minimum **THREE YEARS** of "teaching" experience. **SUBMIT** an Employment Verification Form PI 1613 from each "teaching experience" employer. Form PI 1613 is available at: <http://dpi.wi.gov/tepd/application.html>.

Teaching experience must be employment in which the applicant has demonstrated "teaching" as per the definition in PI 34.01 (59) *"Teaching" means improving pupil learning by planning instruction, diagnosing learning needs, prescribing content delivery through classroom activities, assessing student learning, reporting outcomes to administrators and parents and evaluating the effects of instruction.*

Teaching experience may come from a combination of experiences. The following teaching experience is the only allowable type for licenses through this pathway:

EC, EC-MC, and MC-EA licenses

- PK-8 teaching experiences from public or private elementary/middle schools may be used. The teaching experience should be directly related to the license and in the developmental level of the license.

Special Education licenses

- PK-12 teaching experiences from public or private PK-12 schools may be used. The teaching experience should be directly related to the license and in the developmental level of the license.

EA-A and EC-A licenses

- PK-12 teaching experiences from public or private PK-12 schools may be used, when the teaching experience is directly related to the license.
- Postsecondary teaching experiences may be used in the EA-A and EC-A license categories, when the teaching experience is directly related to the license; for example, math postsecondary teaching for a math license, sociology postsecondary teaching for a sociology license, marketing postsecondary teaching for a marketing license.
- Industry customized training teaching experience may be used in this process when it fits within the definition of "teaching" defined by PI 34.01 (59) and is directly related to the license.

This teaching experience will be used to fulfill the student teaching requirement in Wisconsin stats. 118.19 (3). As such, an applicant must provide evidence of at minimum an 18 week teaching assignment for full days in a PK-12 setting within this teaching experience.

During the portfolio process in Part Two, an applicant will be asked to describe the context of these teaching experiences related to the developmental level of the license and the subject of the license. Also, an applicant will provide evidence/artifacts from their teaching experience to substantiate proficiency in the educator standards

4. VERIFY the completion of a major or the equivalent of a major for content license(s) at the EA-A and EC-A level. **SUBMIT** original transcript(s) and training certifications as verification.

A major as per PI34.01 (32) means: *a field of study in which a student completes an academic specialization as part of an approved program leading to a license.*

For this process, a major can be verified by submitting:

- An original transcript that indicates the completion of a major directly related to the license. For example, a math major for a math license, a history major for a history license.

For this process, a major can be verified by demonstrating the equivalent of a major. Essentially, the applicant will be asked to identify a combination of courses, training and experiences that can be used to arrive at an academic specialization that will be considered the 'equivalent of a major.' An applicant will complete and submit the Major Equivalency Worksheet specific to the license and provide the supporting documentation. The worksheet is available at: <http://dpi.wi.gov/tepd/lbehome.html>. Supporting documentation may include a combination of these items:

- An original transcript that indicates the completion of a minor directly related to the license. For example, a math minor for a math license, an economics minor for an economics license.
- Original transcripts from multiple colleges/universities and/or training certifications that can be used to identify courses or training in the academic specialization directly related to the license.
- Work experience directly related to the academic specialization of the license.
- Training certifications.

5. VERIFY the completion of educator preparation, if applicable. **SUBMIT** transcripts, training documentation, letters of verification or any other description or documentation of the teacher training completed.

Alternative route to licensure programs from other states vary in content and delivery. Licensure based on equivalency through portfolio, content testing, or state certification programs vary in content and delivery. If you attended any alternative route preparation programs outside of Wisconsin, received licensure through these programs or methods, or sought licensure through any certification routes from other states, provide the following details:

- State the name of the program and where it was located, and provide contact information.
- Describe the basis of the program, such as equivalency based on a portfolio, based on a testing option, based on training, state agency training certificate, etc.
- Describe the educational component to the program and the clinical component of the program.
- Describe any assessments or exams taken as part of the program.
- State the license received and what it allowed you to teach in that state, if applicable.

6. APPLY for License Based on Equivalency: Standards-based Assessment Part One Eligibility Review using application form PI-1602ER. **ATTACH** transcripts and supporting documentation requested from steps 1-5. **COMPLETE** the conduct and competency page on the application and submit fingerprint cards if needed.

7. RECEIVE verification of completion of Part One. Begin application process for Part Two; OR **RECEIVE** a license application denial letter indicating the applicant does not meet eligibility for seeking licensure in this pathway.

AFTER RECEIVING VERIFICATION OF COMPLETION OF APPLICATION PART ONE-ELIGIBILITY REVIEW, AN APPLICANT MAY PROCEED WITH APPLICATION PART TWO-PORTFOLIO REVIEW.

LICENSE BASED ON EQUIVALENCY: STANDARDS-BASED ASSESSMENT PATHWAY APPLICATION PART TWO - PORTFOLIO REVIEW

TO BE CONSIDERED for a teaching license in this Pathway, an **Applicant** must:

8. COMPILE a portfolio of evidence to substantiate competence in the Wisconsin educator standards. **USE *Appendix B*** as a guide to learn about the teacher standards.

During this process, an applicant will develop a portfolio of evidence to substantiate the requirements for Wisconsin licensure and to provide evidence of proficiency in the Wisconsin educator standards. The portfolio of evidence must focus specifically on the license being sought. The applicant is encouraged to continuously reflect on their experiences and training. A combination of evidence is encouraged, including:

- PK-12 teaching experiences directly related to the license subject and teaching in the developmental age range of the license
- Work experiences directly related to the license subject and the developmental age range of the license
- Standardized test results
- Performance assessments such as the National Board for Professional Teaching Standards (NBPTS) certification and the NBPTS Take One certification portfolio entries
- Performance assessment results from the Teacher Performance Assessment (TPA) portfolio tasks
- Coursework completed
- Training specifically related to the license subject, the educator standards, the developmental age range of the license, or the Wisconsin statutory requirements
- Evidence from teaching experiences that support the Wisconsin educator standards
- Administrator evaluations and performance reports
- Other evidence

This process will require an applicant to demonstrate proficiency in the Wisconsin Educator Standards, which are based on the national Interstate Teacher Assessment and Support Consortium (INTASC) 2011 standards. The ten teacher standards describe what all teachers regardless of subject should know and be able to do. Each standard delineates specific teacher Performances, Essential Knowledge, and Critical Dispositions. Performances are those skills that can be observed and assessed in teaching practice; Essential Knowledge is the declarative and procedural knowledge necessary for effective practice; Critical Dispositions are the habits of professional action and moral commitments that underlie performance.

Appendix B has been set up to assist an applicant in learning the standards. For each standard, the specific performances and essential knowledge identified by INTASC are noted. During the portfolio process, you will be asked to complete two steps for each standard:

Step one:

- Describe, analyze, and reflect on your **teaching** experiences related to this standard.
- Describe, analyze, and reflect on your **work** experiences outside of teaching related to this standard.
- Provide a rationale as to how previous work experiences and educational courses align with this standard.

Step two:

- Provide evidence (artifacts) to substantiate this standard.

Additionally, you will note that each standard in *Appendix B* has some suggested evidence identified that you may want to consider as you select your evidence. *Appendix B* will also identify some required evidence that must be included in the portfolio. Be sure to use *Appendix B* as a guide during the process.

9. LOCATE application form PI 1602 PR available at: <http://dpi.wi.gov/tepd/lbehome.html>. **ENTER** the portfolio step one narrative and step two list of evidence directly into application form PI 1602 PR. **USE *Appendix C*** to guide your thinking and your portfolio development.

10. VERIFY minimum passing scores on the Wisconsin Basic Skills tests or a comparable state basics skills exam. Basic Skills testing scores are required evidence in the portfolio for Standard 5. **USE *Appendix D*** for specific information on Wisconsin basic skills testing requirements for this pathway.

Wisconsin Basic Skills Tests are administered by the following vendor:

Educational Testing Service (ETS)	Praxis I PPST Reading	to register: www.ets.org/praxis
	Praxis I PPST Writing	
	Praxis I PPST Mathematics	

Register directly with the test vendor to take the tests. The costs incurred to take these tests will be paid directly to the test vendor by the applicant. **Take** the tests. **Obtain** an original score report from the test vendor. **Verify** minimum passing score. *Do not request score reports to be sent directly to the DPI.* **Attach** an original score report(s) to the license application form. Please note the Wisconsin exceptions policy for this pathway discussed below.

Comparable state basic skills tests:

An applicant may have taken basic skills exams in reading, writing, and mathematics in other states. **Provide** a brief description of the test(s) required by the state(s) and what tests were taken. **Obtain** an original score report(s) from the test vendor(s). **Attach** original score report(s) to the license application form. The GRE, ACT, SAT, LSAT, and MCAT exams are not considered basic skills exams for this pathway.

Wisconsin exceptions policy for the License Based on Equivalency: Standards-based Assessment Pathway

Applicants who have taken the Wisconsin basic skills tests at least twice without achieving the passing score, may provide a statement indicating the number of attempts made, scores posted across the attempts, and an original score report from the highest score obtained. Through this process, an applicant must provide evidence of posting a passing score on two of the three tests (reading, writing, mathematics).

11. VERIFY minimum passing scores on the Wisconsin Content Test(s) required for this license through this pathway. Content testing scores are required evidence in the portfolio for Standard 4. **USE Appendix D** for specific information on testing requirements for the license sought in this pathway.

Wisconsin content tests are administered by the following vendors:

Educational Testing Service (ETS)	Praxis II tests	to register: www.ets.org/praxis
Pearson NES	Pearson NES tests	to register: www.nestest.com
Language Testing International	ACTFL Tests	to register: www.languageTesting.com

Register directly with the test vendor to take the tests. The costs incurred to take these tests will be paid directly to the test vendors by the applicant. **Take** the test. **Obtain** an original score report(s) from the test vendor. **Verify** minimum passing score. *Do not request score reports to be sent directly to the DPI.* **Attach** an original score report(s) to the license application form.

Elementary education, special education, and reading teachers: Anyone applying for a license in elementary education or special education with a begin date after January 1, 2014 will also need to verify a passing score on the Foundations of Reading test, currently under development for Wisconsin.

Applicants who have taken the Wisconsin content test multiple times (at least twice) without achieving the passing score, may provide a statement indicating the number of attempts made, scores posted across the attempts, and an original score report from the highest score obtained. Through this process, an applicant who has posted a score that is within one standard deviation below the Wisconsin passing score set by the state superintendent may be considered for licensure. The evidence presented within the portfolio for *Section Two Content* will be used along with a documented major and the highest content test score to determine content competency.

12. VERIFY competence in the Wisconsin Educator Standards Critical Dispositions. **COMPLETE** a Dispositions Survey available at: <http://dpi.wi.gov/tepd/lbehome.html> as a self assessment. **PROVIDE** the survey to at least one person who has observed and evaluated your “teaching experience” within the past five years. **SUBMIT** the Disposition Surveys as part of Portfolio Section Six.

13. VERIFY competence in the Wisconsin statutory requirements specific to this license. **USE Appendix E** for specific Wisconsin statutory requirements. **SUBMIT** supporting documentation, as part of Portfolio Section Seven, for each statutory requirement needed for the license being sought.

Applicants seeking any Wisconsin license must show competence in Minority Group Relations and Conflict Resolution as prescribed through Wisconsin statute and administrative rule. Some licenses have additional requirements prescribed through statute and administrative rule. An applicant can demonstrate competency in the Wisconsin statutory requirements by providing evidence of courses, workshops, or training completed in these areas. Workshops and training may be completed as part of a school district training program. A letter from the school district administrator describing the training and verifying attendance may be used as evidence of completion within the portfolio. The Department of Public Instruction maintains a list of Wisconsin colleges, universities and training providers that offer courses and workshops to meet these requirements. The list is available at: <http://dpi.wi.gov/tepd/defic.html>. Documentation from the provider upon completion of these courses or workshops may be used as evidence within the portfolio.

14. APPLY for the new license using application form PI-1602 PR. **ATTACH** test results and supporting documentation for the portfolio to the application prior to submitting.

APPENDIX A - Requirements Overview by License

Use the following chart to select the license you are seeking and to self screen the minimal requirements for this License Based on Equivalency: Standards-based Assessment Pathway.

Wisconsin Teaching License available through this Pathway	Minimal Requirements (degree, experience, major, evidence)	Test Requirements
Early Childhood (EC) 70		
EC Regular Education (777)	<ul style="list-style-type: none"> Bachelors Degree 3 years of PK-3 teaching experience related to the license Academic specialization in Language Arts and Reading, mathematics, science, and social studies Standards-based portfolio of evidence 	Praxis II 0014/5014 Elementary Content Knowledge Reading Exam (effective for applicants after January 1, 2014)
EC Special Education (809)	<ul style="list-style-type: none"> Bachelors Degree 3 years of PK-3 teaching experience related to the license Academic specialization in Language Arts and Reading, mathematics, science, and social studies for special education Standards-based portfolio of evidence 	Praxis II 0014/5014 Elementary Content Knowledge Reading Exam (effective for applicants who apply for licensure after January 1, 2014)
Early Childhood - Middle Childhood (EC-MC) 71		
EC-MC Regular Education (777)	<ul style="list-style-type: none"> Bachelors Degree 3 years of PK-6 teaching experience related to the license Academic specialization in Language Arts and Reading, mathematics, science, and social studies Standards-based portfolio of evidence 	Praxis II 0014/5014 Elementary Content Knowledge Reading Exam (effective for applicants who apply for licensure after January 1, 2014)
Middle Childhood-Early Adolescence (MC-EA) 72		
MC-EA Regular Education (777)	<ul style="list-style-type: none"> Bachelors Degree 3 years of 1-8 teaching experience related to the license Academic specialization in Language Arts and Reading, mathematics, science, and social studies and a minor or the equivalent of a minor in a subject found under PI 34.29 or PI 34.30. Additional information about minors is available at: http://dpi.wi.gov/tepd/#!/m Standards-based portfolio of evidence 	Praxis II 0146/5146 Middle School Content Knowledge Reading Exam (effective for applicants who apply for licensure after January 1, 2014)

Wisconsin Teaching License available through this Pathway	Minimal Requirements (degree, experience, major, evidence)	Test Requirements
Middle Childhood-Early Adolescence or Early Adolescence-Adolescence/Special Education Licenses		
MC-EA or EA-A Special Education Cross Categorical (801) Specific Learning Disabilities (811) Emotional Behavioral Disabilities (830) Cognitive Disabilities (810)	<ul style="list-style-type: none">Bachelors Degree3 years of 1-12 teaching experience directly related to the licenseAcademic specialization in Language Arts and Reading, mathematics, science, and social studies and a concentration in SLD; EBD; or CD for Cross Categorical Special EducationStandards-based portfolio of evidence	Praxis II 0146/5146 Middle School Content Knowledge Reading Exam (effective for applicants who apply for licensure after January 1, 2014)
Early Adolescence to Adolescence Level License (EA-A) 73		
English (300)	<ul style="list-style-type: none">Bachelor's degreeMajor or major equivalent in the subject area of the license sought3 years of 5-12 experience, postsecondary level teaching experience, and/or industry teaching experience directly related to this subjectStandards-based portfolio of evidence	Praxis II 0041/5041 English Language, Literature and Composition` or NES 301 English Language Arts
Speech Communication (320)		Praxis II 0221 Speech Communication
Early Adolescence to Adolescence Level License (EA-A) 73		
Mathematics (400)	<ul style="list-style-type: none">Bachelor's degreeMajor or major equivalent in the subject area of the license sought3 years of 5-12 experience, postsecondary level teaching experience, and/or industry teaching experience directly related to this subjectStandards-based portfolio of evidence	Praxis 0061/5061 Math Content Knowledge or NES 304 Mathematics
Early Adolescence to Adolescence Level License (EA-A) 73		
Biology (605)	<ul style="list-style-type: none">Bachelor's degreeMajor or major equivalent in the subject area of the license sought3 years of 5-12 experience, postsecondary level teaching experience, and/or industry teaching experience directly related to this subjectStandards-based portfolio of evidence	Praxis II 0235/5235 Biology Content Knowledge or NES 305 Biology.
Chemistry (610)		Praxis II 0245/5245 Chemistry Content Knowledge or NES 306 Chemistry.
Earth and Space Science (635)		Praxis II 0571/5571 Earth/Space Content Knowledge or NES 307 Earth & Space Science.
Environmental Studies (615)		Praxis II 0235/5235 Biology Content Knowledge or NES 305 Biology.
Life and Environmental Science (606)		Praxis II 0235/5235 Biology Content Knowledge or NES 305 Biology.
Physical Science (637)		Praxis II 0481 Physical Science Content Knowledge.
Physics (625)		Praxis II 0265/5265 Physics Content Knowledge or NES 308 Physics.

Wisconsin Teaching License available through this Pathway	Minimal Requirements (degree, experience, major, evidence)	Test Requirements
Early Adolescence to Adolescence Level License (EA-A) 73		
Economics (710)	<ul style="list-style-type: none">• Bachelor's degree• Major or major equivalent in the subject area of the license sought• 3 years of 5-12 experience, postsecondary level teaching experience, and/or industry teaching experience directly related to this subject• Standards-based portfolio of evidence	Praxis II 0910 Economics
Geography (715)		Praxis II 0921 Geography.
History (725)		Praxis II 0941 World & U.S History Content Knowledge or NES 302 History.
Political Science (735)		Praxis II 0930 Government/Political Science.
Psychology (740)		Praxis II 0390 Psychology.
Sociology (745)		Praxis II 0950 Sociology.
Early Childhood to Adolescence (EC-A) 74 - Career & Technical Education		
Agriculture (200)	<ul style="list-style-type: none">• Bachelor's degree• Major or major equivalent in the subject area of the license sought• 3 years of 5-12 experience, postsecondary level teaching experience, and/or industry teaching experience directly related to this subject and the developmental range of the license• Standards-based portfolio of evidence	Praxis II 0700 Agriculture.
Business Education (250)		Praxis II 0101/5101 Business Education.
Family and Consumer Education (210)		Praxis II 0121/5121 Family & Consumer Education
Technology Education (220)		Praxis II 0051 Technology Education
Marketing Education (285)		Praxis II 0561 Marketing Education
Early Childhood to Adolescence (EC-A) 74 - Fine Arts		
Art (550)	<ul style="list-style-type: none">• Bachelor's degree• Major or major equivalent in the subject area of the license sought• 3 years of PK-12 experience, postsecondary level teaching experience, and/or industry teaching experience directly related to this subject and developmental range of the license• Standards-based portfolio of evidence	Praxis II 0134/5134 Art Content Knowledge.
Theatre (325)		Praxis II 0641Theatre.
General Music (515)		Praxis II 0113/5113 Music Content Knowledge.
Choral Music (511)		Praxis II 0113/5113 Music Content Knowledge.
Instrumental Music (506)		Praxis II 0113/5113 Music Content Knowledge.
Early Childhood to Adolescence (EC-A) 74 - Physical Education and Health Education		
Physical Education (530)	<ul style="list-style-type: none">• Bachelor's degree• Major or major equivalent in the subject area of the license sought• 3 years of PK-12 experience, postsecondary level teaching experience, and/or industry teaching experience directly related to this subject and developmental range of the license• Standards-based portfolio of evidence	Praxis II 0091/5091 Physical Education Content Knowledge.
Health Education (910)		Praxis II 0550/5550 Health Education.

Wisconsin Teaching License available through this Pathway	Minimal Requirements (degree, experience, major, evidence)	Test Requirements
Early Childhood to Adolescence (EC-A) 74 - World Languages		
Chinese-Mandarin (349)	<ul style="list-style-type: none"> • Bachelor's degree • Major or major equivalent in the subject area of the license sought • 3 years of PK-12 experience, postsecondary level teaching experience, and/or industry teaching experience directly related to this subject and developmental range of the license • Standards-based portfolio of evidence 	ACTFL OPI and ACTFL WPT in Chinese
French (355)		ACTFL OPI and ACTFL WPT in French
German (370)		ACTFL OPI and ACTFL WPT in German
Hebrew (356)		ACTFL OPI and ACTFL WPT in Hebrew
Italian (360)		ACTFL OPI and ACTFL WPT in Italian
Japanese (375)		ACTFL OPI and ACTFL WPT in Japanese
Polish (380)		ACTFL OPI and ACTFL WPT in Polish
Portuguese (381)		ACTFL OPI and ACTFL WPT in Portuguese
Russian (385)		ACTFL OPI and ACTFL WPT in Russian
Spanish (365)		ACTFL OPI and ACTFL WPT in Spanish
English as a Second Language (395)		Praxis II 0361 ESOL

If you have met the minimal requirements for the license you are seeking, you may proceed with this process.

APPENDIX B - Wisconsin Educator Standards Guide

<i>Wisconsin PI 34.02 teacher standards (INTASC 2011)</i>	<i>Evidence for Review</i>
The Learner and Learning	Evidence
<p><u>Standard 1: Learner Development</u></p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>PERFORMANCES</p> <p>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.</p> <p>1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrator letter stating specific evidence of how the teacher regularly assesses individual and group performance and modifies instruction; and the teacher creates developmentally appropriate instruction that takes into account individual learner's strengths and areas for development. Courses taught at a postsecondary, or Professional presentations given in this area Clinical evaluations from an alternative route to licensure program from another state Clinical evaluations from an approved educator preparation program (EPP) that was not completed Teacher evaluations conducted in the PK-12 teaching setting <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Courses on Educational Psychology, Childhood Development, Special Education, English Language Learners (ELL) courses, Gifted and Talented courses Training, workshops, and /or certifications related to this standard

The Learner and Learning	Evidence
<p><u>Standard 2: Learning Differences</u></p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>PERFORMANCES</p> <p>2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrator letter stating specific evidence of how the teacher creates developmentally appropriate instruction that takes into account individual learner’s strengths and needs in their practice. Courses taught at a postsecondary, or Professional presentations given in this area Clinical evaluations from an alternative route to licensure program from another state Clinical evaluations from an approved educator preparation program (EPP) that was not completed Teacher evaluations conducted in the PK-12 teaching setting <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Courses on Educational Psychology, Childhood Development, Special Education ELL courses, Gifted and Talented courses Training, workshops, and /or certifications related to this standard

The Learner and Learning	Evidence
<p><u>Standard 3: Learning Environments</u></p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p>PERFORMANCES</p> <p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrator letter stating specific evidence of how the teacher creates inclusive learning environments that encourage positive social interaction, active engagement in learning, and self motivation. Courses taught at a postsecondary, or Professional presentations given in this area Clinical evaluations from an alternative route to licensure program from another state Clinical evaluations from an approved educator preparation program (EPP) that was not completed Teacher evaluations conducted in the PK-12 teaching setting <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Courses on Educational Psychology, Childhood Development, Special Education ELL courses, Gifted and Talented courses, Classroom Management, and/or developmentally appropriate learning environments. Training, workshops, and /or certifications related to this standard

Content	Evidence
<p><u>Standard 4: Content Knowledge</u></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>PERFORMANCES</p> <p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Required artifacts must include:</u></p> <p><u>Required Performances</u></p> <ul style="list-style-type: none"> Pass the state approved content test(s) for this license <p><u>Required Essential Knowledge</u></p> <ul style="list-style-type: none"> Demonstrate a major by submitting a transcript verifying a major, or Demonstrate the equivalent of a major by submitting the major equivalent worksheet and support documents.

Content	Evidence
<p><u>Standard 5: Innovative Applications of Content</u></p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>PERFORMANCES</p> <p>5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Required Performances</u></p> <ul style="list-style-type: none"> Passing scores on Reading, Writing, and Mathematics Basic Skills tests <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrator letter stating specific evidence of how the teacher connects content to real world applications. Examples of innovative applications of content Courses taught at a postsecondary, or Professional presentations given in this area Clinical evaluations from an alternative route to licensure program from another state Clinical evaluations from an approved educator preparation program (EPP) that was not completed Teacher evaluations conducted in the PK-12 teaching setting <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Courses on Instructional Technology, Problem based learning, Differentiation, teaching methodologies Training, workshops, and /or certifications related to this standard

Instructional Practice	Evidence
<p><u>Standard 6: Assessment</u></p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>PERFORMANCES</p> <p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrator letter stating specific evidence of how the teacher creates assessments, uses assessment data, uses assessment tools and devices, and analyzing and interprets data Examples of formative and summative, formal and informal assessments used Examples of criteria for assessments, completed rubrics for student performance and student work samples with feedback to students Courses taught at a postsecondary, or Professional presentations given in this area Clinical evaluations from an alternative route to licensure program from another state Clinical evaluations from an approved educator preparation program (EPP) that was not completed Teacher evaluations conducted in the PK-12 teaching setting <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Courses on Diagnostic, Formative and Summative Assessments; Interpretation of Data, Teaching and Learning Assessment, Assessment Design, and Measurement, Assessments for English Language Learners and Exceptional Learners, Assessing Differentiated Instruction, Training, workshops, and /or certifications related to this standard RTI, PBIS, Model Academic Standards, SMARTER Balanced Assessment

Instructional Practice	Evidence
<p><u>Standard 7: Planning for Instruction</u></p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>PERFORMANCES</p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.</p> <p>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating cross disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrator letter stating specific evidence of how the teacher plans for instruction that supports every student meeting rigorous learning goals Curriculum guides developed and implemented to include materials, resources and assessments used Example of a unit plan of not less than 3-5 teaching segments/lessons with corresponding lesson plans Sample IEPs and IEP progress updates to include narrative of accommodations identified for specific learners Courses taught at a postsecondary, or Professional presentations given in this area Clinical evaluations from an alternative route to licensure program from another state Clinical evaluations from an approved educator preparation program (EPP) that was not completed Teacher evaluations conducted in the PK-12 teaching setting <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Courses on Curriculum Development, discrete content, Pedagogy, Child and Adolescent Development, Child and Youth with Exceptional Needs, Literacy in Content areas, Schooling in a Diverse Society, Education Psychology, Interdisciplinary Family Studies, Interdisciplinary Ethics, Methods of Teaching courses in the content areas Training, workshops, and /or certifications related to this standard

Instructional Practice	Evidence
<p><u>Standard 8: Instructional Strategies</u></p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>PERFORMANCES</p> <p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p>ESSENTIAL KNOWLEDGE</p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrator letter stating specific evidence of how the teacher understands and identifies differences in approaches to learning and performance, including learning styles, multiple intelligences, and performance modes Example of lesson plans that include cooperative learning, direct instruction, whole group discussion and discovery experiences and evaluation of the appropriateness of these strategies Courses taught at a postsecondary, or Professional presentations given in this area Clinical evaluations from an alternative route to licensure program from another state Clinical evaluations from an approved educator preparation program (EPP) that was not completed Teacher evaluations conducted in the PK-12 teaching setting <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Courses on Forms of Multimedia, Computer Literacy, Digital Learning, Exceptional Learner, Instructional Technology, Psychology of Human Development, Teaching Reading and Language Arts, Inquiry-Based Learning, Communication, Methods of Teaching courses in the content areas Training, workshops, and /or certifications related to this standard Model Academic Standards, National Content Standards

Professional Responsibility	Evidence
<p><u>Standard 9: Reflection and Continuous Growth</u></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the needs of each learner.</p> <p>PERFORMANCES</p> <p>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrator letter stating specific evidence of professional development and/or collaborative learning community participation. An administrator letter stating specific evidence of district participation in presenting workshops or attending trainings to enhance classroom teaching and/or integration of technology. Participation in community activities connected to the classroom. Opportunities working with colleagues in diagnosing student achievement and planning follow-up instruction; implementing common core state standards; and/or implementing RtI and PBIS. A professional development plan as part of a district supervision/evaluation process. <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Training, workshops, and /or certifications related to this standard Training on child abuse, bullying, legal issues related to children and families.

Professional Responsibility	Evidence
<p><u>Standard 10: Collaboration</u></p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>PERFORMANCES</p> <p>10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>	<p><u>Step one:</u></p> <ul style="list-style-type: none"> Describe, analyze, and reflect on your teaching experiences related to this standard. Describe, analyze, and reflect on your work experiences outside of teaching related to this standard. Provide a rationale as to how previous work experiences and educational courses align with this standard. <p><u>Step two:</u></p> <ul style="list-style-type: none"> Provide evidence (artifacts/documentation) to substantiate this standard. <p><u>Suggested artifacts may include:</u></p> <p><u>Performances</u></p> <ul style="list-style-type: none"> An administrative letter stating specific evidence of participation in parent/teacher conferences and effective work with parents. Newsletters and/or websites constructed and disseminated for parents and community members. Committees, work groups, and community collaboration work. Participation in professional learning communities Membership and active participation in professional organizations. School team collaboration to host school-community partnerships for learning. Collaboration with community agencies to promote student learning. <p><u>Essential Knowledge</u></p> <ul style="list-style-type: none"> Training in working with parents, community members, and professional organizations.

APPENDIX C - Portfolio Development Guide

Use this Appendix as a guide to frame your thinking as you develop your portfolio. Enter all portfolio information directly into Application Form PI 1602 PR available at: <http://dpi.wi.gov/tepd/ibehome.html>

Portfolio Section One: The Context of my Teaching Experience

In Part One of your application, you verified your teaching experience by asking employers to complete and submit employment verification forms. To provide a framework for your portfolio, this section of your portfolio will describe the context of each of these teaching experiences. This will provide the portfolio reviewer with information about your experience teaching the subject of the license being sought and your experiences in the developmental age range of the license being sought. You will also be able to mention this experience by name within the remaining portfolio sections.

The following information should be entered directly into **Application Form PI 1602 PR**:

What license are you seeking?

Developmental Level: _____ Subject: _____

Describe your teaching experience in the following chart:

Name of district, school, postsecondary institution, Work experience	What subject (s) did you teach?	What grades, ages were the students you were teaching?	Length of time in this employment,

Describe how these experiences prepared you to teach the subject of the license you are seeking:

Describe how these experiences prepared you to work with children across the developmental level (age range) of the license you are seeking:

Portfolio Section Two: The Learner and Learning

This section of the portfolio will focus on your pedagogical knowledge in understanding and working with children in an educational setting. Review the developmental level (age range) for this license. Reflect on your teaching experiences, professional experiences, and previous training, coursework, or educator preparation. Identify specific examples of working with children across this age range as you complete this section of the portfolio.

USE the *Appendix B-Wisconsin Educator Standards Guide*.

REVIEW Standard 1-Learner Development. Become familiar with the INTASC Performances and Essential Knowledge for this standard. Review the list of suggested evidence and required evidence for this standard.

COMPLETE Standard 1 Step One by developing a written narrative specifically related to this standard. Enter your narrative directly into *Application Form PI 1602 PR*. In your narrative, you may want to refer to evidence you will attach. You may wish to prepare your narrative as a word document first and then copy and paste into the application form.

COMPLETE Standard 1 Step Two by naming the evidence you will attach and briefly identifying how it substantiates the standard.

LABEL the evidence: 1A, 1B, 1C, etc. following the example below.

ATTACH the labeled evidence to the portfolio application form prior to submitting.

REPEAT for Standard 2 and Standard 3

STANDARD 1 - LEARNER DEVELOPMENT

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

1A - LETTER FROM PRINCIPAL JOHN JONES, ADAMS ELEM. - DESCRIBES MY PERFORMANCE...

1B - ETC.

STANDARD 2 - LEARNING DIFFERENCES

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

2A -

2B- ETC.

STANDARD 3 - LEARNING ENVIRONMENTS

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

3A-

3B-ETC.

Portfolio Section Three: Content

This section of the portfolio will focus on your content knowledge specific to the subject(s) you will be teaching with this licensure. Focus on the academic specialization specific to the subject of your license. Reflect on your teaching experiences, professional experiences, and previous training, coursework, or educator preparation, and content testing results. Standard 4 will require you to provide evidence of a major and content test results. A major as per PI34.01 (32) means: *a field of study in which a student completes an academic specialization as part of an approved program leading to licensure.*

USE the **Appendix B-Wisconsin Educator Standards Guide**.

REVIEW Standard 4 - Content Knowledge. Become familiar with the INTASC Performances and Essential Knowledge for this standard. Review the list of required evidence for this standard.

OBTAIN a major equivalency worksheet, if needed at: <http://dpi.wi.gov/tepd/lbehome.html>

COMPLETE Standard 4 Step Two by naming the evidence you will attach and briefly identifying how it substantiates the standard.

LABEL the evidence: 4A, 4B, 4C, etc. following the example below.

ATTACH the labeled evidence to the portfolio application form prior to submitting.

STANDARD 4 - CONTENT KNOWLEDGE

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

THIS STEP IS NOT REQUIRED FOR STANDARD 4. FOR STEP TWO, PLEASE PROVIDE THE REQUIRED EVIDENCE NOTED BELOW.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

4A – TRANSCRIPT VERIFYING A COMPLETED MAJOR, OR MAJOR EQUIVALENCY WORKSHEET AND SUPPORTING DOCUMENTS

4B – ORIGINAL SCORE REPORT FOR CONTENT TEST _____

4C – ORIGINAL SCORE REPORT FOR CONTENT TEST _____.

USE the **Appendix B-Wisconsin Educator Standards Guide**.

REVIEW Standard 5-Innovative Applications of Content. Become familiar with the INTASC Performances and Essential Knowledge for this standard. Review the list of suggested evidence and required evidence for this standard.

COMPLETE Standard 5 Step One by developing a written narrative specifically related to this standard. Enter your narrative directly into **Application Form PI 1602 PR**. In your narrative, you may want to refer to evidence you will attach. You may wish to prepare your narrative as a word document first and then copy and paste into the application form.

COMPLETE Standard 5 Step Two by naming the evidence you will attach and briefly identifying how it substantiates the standard.

LABEL the evidence: 5A, 5B, 5C, etc. following the example below.

ATTACH the labeled evidence to the portfolio application form prior to submitting.

STANDARD 5 - INNOVATIVE APPLICATIONS OF CONTENT

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

5A - ORIGINAL SCORE REPORT FOR BASIC SKILLS TESTS _____

5B - ETC.

Portfolio Section Four: Instructional Practice

The section of the portfolio will focus on your instructional practices including how you plan instruction, assess student learning, and use instructional strategies specific to your subject and the developmental age range of your students. It will also focus on how you recognize learner differences as you plan, assess, and provide instruction.

USE the *Appendix B-Wisconsin Educator Standards Guide*.

REVIEW Standard 6-Assessment. Become familiar with the INTASC Performances and Essential Knowledge for this standard. Review the list of suggested evidence and required evidence for this standard.

COMPLETE Standard 6 Step One by developing your written narrative specifically related to this standard. Enter your narrative directly into *Application Form PI 1602 PR*. In your narrative, you may want to refer to evidence you will attach. You may wish to prepare your narrative as a word document first and then copy and paste into the application form.

COMPLETE Standard 6 Step Two by naming the evidence you will attach and briefly identifying how it substantiates the standard.

LABEL the evidence: 6A, 6B, 6C, etc. following the example below.

ATTACH the labeled evidence to the portfolio application form prior to submitting.

REPEAT for Standard 7 and Standard 8

STANDARD 6 - ASSESSMENT

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

6A - TEACHER PERFORMANCE ASSESSMENT (TPA) SECONDARY SCIENCE TASK

6B - ETC.

STANDARD 7 - PLANNING FOR INSTRUCTION

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

7A - TEACHER PERFORMANCE ASSESSMENT (TPA) SECONDARY SCIENCE RESULTS FOR TASK

7B - ETC.

STANDARD 8 - INSTRUCTIONAL STRATEGIES

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

8A - TEACHER PERFORMANCE ASSESSMENT (TPA) SECONDARY SCIENCE RESULTS FOR TASK

8B -

Portfolio Section Five: Professional Responsibility

This section of the portfolio will focus on how you engage in professional learning and self reflect on your teaching. It will also focus on how you work with colleagues, families, and community members to enhance learning for children and create partnerships to enhance learning.

USE the *Appendix B-Wisconsin Educator Standards Guide*.

REVIEW Standard 9-Reflection and Continuous Growth. Become familiar with the INTASC Performances and Essential Knowledge for this standard. Review the list of suggested evidence and required evidence for this standard.

COMPLETE Standard 9 Step One by developing your written narrative specifically related to this standard. Enter your narrative directly into *Application Form PI 1602 PR*. In your narrative, you may want to refer to evidence you will attach. You may wish to prepare your narrative as a word document first and then copy and paste into the application form.

COMPLETE Standard 9 Step Two by naming the evidence you will attach and briefly identifying how it substantiates the standard.

LABEL the evidence: 9A, 9B, 9C, etc. following the example below.

ATTACH the labeled evidence to the portfolio application form prior to submitting.

REPEAT for Standard 10

STANDARD 9 - REFLECTION AND CONTINUOUS GROWTH

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

9A -

STANDARD 10 - COLLABORATION

STEP ONE:

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **TEACHING** EXPERIENCES RELATED TO THIS STANDARD;

DESCRIBE, ANALYZE, AND REFLECT ON YOUR **WORK** EXPERIENCES RELATED TO THIS STANDARD; AND

PROVIDE A RATIONALE AS TO HOW PREVIOUS WORK EXPERIENCES AND EDUCATIONAL COURSES ALIGN WITH THIS STANDARD.

STEP TWO: WHAT EVIDENCE ARE YOU PROVIDING TO SUBSTANTIATE THIS STANDARD?

10A -

Portfolio Section Six: Critical Dispositions

USE the Dispositions Survey available at: <http://dpi.wi.gov/tepd/lbehome.html>.

COMPLETE the Dispositions Survey as a self-assessment.

LABEL the survey as evidence item 11A.

ATTACH your Dispositions Survey to the application form as part of the portfolio evidence.

PROVIDE the Dispositions Survey to at least one person who has observed and evaluated your “teaching experience” within the past five years. Ask them to complete the survey.

LABEL the survey as evidence item 11B.

ATTACH this Dispositions Survey to the application form as part of the portfolio evidence.

Portfolio Section Seven: Wisconsin Statutory Requirements

USE the *Appendix E-Wisconsin Educator Standards Guide*.

IDENTIFY the Wisconsin Statutory and Administrative Rule requirements for the license you are seeking.

ATTACH evidence of completion for each requirement.

LABEL each piece of evidence with a title stating the requirement and number the evidence beginning with 12A. For example: 12 A – Environmental Education; 12 B – Minority Group Relations; 12-C Conflict Resolution; etc.

ATTACH this evidence to the application form as part of the portfolio evidence.

APPENDIX D - Wisconsin Testing Requirements for LBE Pathway

Wisconsin Basic Skills Tests

License I want to apply for	ETS Praxis I: PPST test name - code	Passing Score
All Wisconsin Teaching Licenses	Reading – 0710/5710	175
All Wisconsin Teaching Licenses	Writing – 0720/5720	174
All Wisconsin Teaching Licenses	Mathematics – 0730/5730	173

TO APPLY for a license in this Pathway, an Applicant must follow the steps identified in this pathway including the testing requirements. To register for a Wisconsin basic skills test, an applicant must:

1. **REGISTER** directly with the test vendor to take the test:

ETS Praxis I: PPST www.ets.org/praxis

2. **TAKE** the tests. **OBTAIN** an original score report from the test vendor. **VERIFY** minimum passing score.

Do not request score reports to be sent directly to the DPI.

3. **ATTACH** original score report(s) to the license application form as part of the portfolio.

The Educational Testing Service (ETS) administers the Praxis I Pre-Professional Skills Test (PPST) basic skills tests. Visit www.ets.org/praxis/register for testing information.

Wisconsin exceptions policy for the License Based on Equivalency: Standards-based Assessment Pathway

Applicants who have taken the Wisconsin basic skills tests at least twice without achieving the passing score, may provide a statement indicating the number of attempts made, scores posted across the attempts, and an original score report from the highest score obtained. Through this process, an applicant must provide evidence of posting a passing score on two of the three tests (reading, writing, mathematics).

Wisconsin Content Tests

The following tests are the **Only Approved Content** tests for seeking licensure through the License Based on Equivalency: Standards-based Assessment Pathway.

License I want to apply for	ETS Praxis II test name - code	Passing Score	TBD test name - code	Passing Score
EC (70), EC-MC (71), and MC-EA (72) Licenses	These are the only tests I may choose to take and the passing scores I must achieve.			
BOTH SUBJECT AREA TESTS ARE REQUIRED.				
Early Childhood - Regular Education (70-777)	Elementary Content Knowledge – 0014/5014	147	Wisconsin Reading Exam - effective January 1, 2014	TBD
Early Childhood - Special Education (70-809)	Elementary Content Knowledge – 0014/5014	147	Wisconsin Reading Exam - effective January 1, 2014	TBD
Early Childhood-Middle Childhood -Regular Education (71-777)	Elementary Content Knowledge – 0014/5014	147	Wisconsin Reading Exam - effective January 1, 2014	TBD
Middle Childhood-Early Adolescence-Regular Education (72-777)	Middle School Content Knowledge – 0146/5146	146	Wisconsin Reading Exam - effective January 1, 2014	TBD
SPECIAL EDUCATION LICENSES	These are the only tests I may choose to take and the passing scores I must achieve.			
BOTH SUBJECT AREA TESTS ARE REQUIRED.				
MC-EA (72) and EA-A (73) Cross Categorical (801)	Middle School Content Knowledge – 0146/5146	146	Wisconsin Reading Exam - effective January 1, 2014	TBD
MC-EA (72) and EA-A (73) Specific Learning Disabilities (811)	Middle School Content Knowledge – 0146/5146	146	Wisconsin Reading Exam - effective January 1, 2014	TBD
MC-EA (72) and EA-A (73) Emotional Behavioral Disabilities (830)	Middle School Content Knowledge – 0146/5146	146	Wisconsin Reading Exam - effective January 1, 2014	TBD
MC-EA (72) and EA-A (73) Cognitive Disabilities (810)	Middle School Content Knowledge – 0146/5146	146	Wisconsin Reading Exam - effective January 1, 2014	TBD

TO APPLY for a license in this Pathway, an Applicant must follow the steps identified in this pathway including the testing requirements. To register for a test, an applicant must:

1. REGISTER directly with the test vendor to take the test:

ETS Praxis II www.ets.org/praxis

*Wisconsin Reading test - information forthcoming

2. TAKE the test. **OBTAIN** an original score report from the test vendor. **VERIFY** minimum passing score.

Do not request score reports to be sent directly to the DPI.

3. ATTACH original score report(s) to the license application form as part of the portfolio.

The Educational Testing Service (ETS) administers the Praxis II content tests. Visit www.ets.org/praxis/register for testing information.

*The Wisconsin reading test is under development. Information forthcoming.

License I want to apply for	ETS Praxis II test name - code	Passing Score	Pearson NES test name - code	Passing Score
EA-A (73) Licenses	These are the only tests I may choose to take and the passing scores I must achieve. ONLY ONE TEST FOR EACH SUBJECT AREA IS REQUIRED. Choose either the ETS Praxis exam or the Pearson NES exam			
English (300)	English Language, Literature, and Composition: Content Knowledge – 0041/5041	164	English Language Arts - 301	220
Speech Communication (320)	Speech Communication: Content Knowledge - 0221	150		
Mathematics (400)	Mathematics: Content Knowledge - 0061/5061	155	Mathematics - 304	220
Biology (605)	Biology: Content Knowledge - 0235/5235	152	Biology - 305	220
Chemistry (610)	Chemistry: Content Knowledge - 0245/5245	152	Chemistry - 306	220
Earth and Space Science (635)	Earth and Space Sciences: Content Knowledge - 0571/5571	152	Earth & Space Science - 307	220
Environmental Studies (615)	Biology: Content Knowledge - 0235/5235	152	Biology - 305	220
Life and Environmental Science (606)	Biology: Content Knowledge - 0235/5235	152	Biology - 305	220
Physics (625)	Physics: Content Knowledge - 0265/5265	141	Physics - 308	220
Physical Science (637)	Physical Science: Content Knowledge - 0481	150		
Economics (710)	Economics - 0910	520		
Geography (715)	Geography - 0921	600		
History (725)	World and U.S. History: Content Knowledge - 0941	150	History - 302	220
Political Science (735)	Government/ Political Science - 0930	610		
Psychology (740)	Psychology - 0390	600		
Sociology (745)	Sociology - 0950	610		

TO APPLY for a license in this Pathway, an Applicant must follow the steps identified in this pathway including the testing requirements. To register for a test, an applicant must:

1. CHOOSE the test you will take. **REGISTER** directly with the test vendor to take the test:

ETS Praxis II www.ets.org/praxis

Pearson NES www.nestest.com

2. TAKE the test. **OBTAIN** an original score report from the test vendor. **VERIFY** minimum passing score.

Do not request score reports to be sent directly to the DPI.

3. ATTACH original score report(s) to the license application form as part of the portfolio.

The Educational Testing Service (ETS) administers the Praxis II content tests. Visit www.ets.org/praxis/register for testing information.

Pearson administers the NES content tests. Visit www.nestest.com for testing information.

License I want to apply for	ETS Praxis II test name - code	Passing Score	Pearson NES test name - code	Passing Score
EC-A (74) Licenses	These are the only tests I may choose to take and the passing scores I must achieve. ONLY ONE TEST FOR EACH SUBJECT AREA IS REQUIRED. Choose either the ETS Praxis exam or the Pearson NES exam			
Agriculture (200)	Agriculture – 0700	510		
Art (550)	Art – 0134/5134	158		
Business Education (250)	Business Education – 0101/5101	154		
English As a Second Language (395)	English to Speakers of Other Languages - 0361	143		
Family and Consumer Education (210)	Family & Consumer Sciences – 0121/5121	159		
Health Education (910)	Health Education – 0550/5550	610		
Marketing Education (285)	Marketing Education - 0561	153		
Music – Choral (511); General (515); Instrumental (506)	Music Content Knowledge – 0113/5113	150		
Physical Education (530)	Physical Education Content Knowledge – 0091/5091	150		
Technology Education (220)	Technology Education –0051	159		
Theatre (325)	Theatre - 0641	157		

TO APPLY for a license in this Pathway, an Applicant must follow the steps identified in this pathway including the testing requirements. To register for a test, an applicant must:

- 1. CHOOSE** the test you will take. **REGISTER** directly with the test vendor to take the test:

ETS Praxis II www.ets.org/praxis

Pearson NES www.nestest.com

- 2. TAKE** the test. **OBTAIN** an original score report from the test vendor. **VERIFY** minimum passing score.

Do not request score reports to be sent directly to the DPI.

- 3. ATTACH** original score report(s) to the license application form as part of the portfolio.

The Educational Testing Service (ETS) administers the Praxis II content tests. Visit www.ets.org/praxis/register for testing information. Pearson administers the NES content tests. Visit www.nestest.com for testing information.

License I want to apply for	Language Testing International Test name	Passing Score(s)
EC-A (74) Licenses	These are the only test(s) I may choose and the passing score(s) I must achieve.	
Chinese-Mandarin (349)	ACTFL Oral Proficiency Interview – Chinese, and ACTFL Writing Proficiency Test - Chinese	Intermediate High on both tests
French (355)	ACTFL Oral Proficiency Interview – French, and ACTFL Writing Proficiency Test - French	Intermediate High on both tests
German (370)	ACTFL Oral Proficiency Interview – German, and ACTFL Writing Proficiency Test - German	Intermediate High on both tests
Hebrew (356)	ACTFL Oral Proficiency Interview – Hebrew, and ACTFL Writing Proficiency Test - Hebrew	Intermediate High on both tests
Italian (360)	ACTFL Oral Proficiency Interview – Italian, and ACTFL Writing Proficiency Test - Italian	Intermediate High on both tests
Japanese (375)	ACTFL Oral Proficiency Interview – Japanese, and ACTFL Writing Proficiency Test - Japanese	Intermediate High on both tests
Polish (380)	ACTFL Oral Proficiency Interview – Polish, and ACTFL Writing Proficiency Test - Polish	Intermediate High on both tests
Portuguese (381)	ACTFL Oral Proficiency Interview – Portuguese, and ACTFL Writing Proficiency Test - Portuguese	Intermediate High on both tests
Russian (385)	ACTFL Oral Proficiency Interview – Russian, and ACTFL Writing Proficiency Test - Russian	Intermediate High on both tests
Spanish (365)	ACTFL Oral Proficiency Interview -Spanish and ACTFL Writing Proficiency Test - Spanish	Intermediate High on both tests

TO APPLY for a license in this Pathway, an Applicant must follow the steps identified in this pathway including the testing requirements. To register for a test, an applicant must:

- 1. REGISTER** directly with the test vendor to take the test:

ACTFL www.languageTesting.com

- 4. TAKE** the test. **OBTAIN** an original score report from the test vendor. **VERIFY** minimum passing score.

Do not request score reports to be sent directly to the DPI.

- 5. ATTACH** original score report(s) to the license application form as part of the portfolio.

Language Testing International administers the American Council for Teaching Foreign Language tests. Visit www.languageTesting.com for testing information.

APPENDIX E - Wisconsin Statutory and Administrative Rule Requirements

Wisconsin Statutory and Administrative Rule Requirements		Description of the Requirement	Required for these Wisconsin Licenses
118.19 (3)	Student Teaching	Complete student teaching consisting of full days for a full semester (18 weeks)	ALL <u>Teaching</u> licenses
118.19 (6) PI 34.14 (4)	Cooperative Marketing and Consumer Cooperatives	Demonstrate knowledge and understanding of cooperative marketing and consumer cooperatives	Economics Social Studies Agriculture
118.19 (6) PI 34.14 (4)	Environmental Education	Demonstrate knowledge and understanding of environmental education including the conservation of natural resources	Agriculture EC EC-MC MC-EA Science Social Studies
118.19 (8) PI 34.14 (4)	Minority Group Relations	Demonstrate knowledge and understanding of: The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.	ALL <u>Teaching</u> Licenses ALL <u>Administrative</u> Licenses ALL <u>Pupil Services</u> Licenses
		The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.	
		The philosophical and psychological bases of attitude development and change.	
		The psychological and social implications of discrimination, especially racism and sexism in the American society.	
		Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.	
		Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.	
118.19 (9) PI 34.14 (4)	Conflict Resolution	Demonstrate knowledge and understanding of: Resolving conflicts between pupils and between pupils and school staff.	ALL <u>Teaching</u> Licenses ALL <u>Administrative</u> Licenses ALL <u>Pupil Services</u> Licenses
		Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.	
		Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.	
118.19 (12) PI 34.14 (4)	Reading or Language Arts Instruction	Demonstrate knowledge and understanding of: Teaching reading and language arts using appropriate instructional methods including phonics to teach reading and language arts to pupils in grades PK to 6. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.	EC EC-MC MC-EA
118.19 (14)	Reading Test	Pass an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure.	EC EC-MC MC-EA Special Education Reading Teacher Reading Specialist
PI 34.14 (4)	Special Education	Demonstrate knowledge and understanding of: Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.	ALL <u>Teaching</u> Licenses
To learn about approved courses, workshops, or opportunities available by Wisconsin providers to complete these requirements, visit http://www.dpi.wi.gov/tepd/defic.html			